

**JAIPURIA INSTITUTE OF MANAGEMENT NOIDA**

**PGDM (Service Management); TRIMESTER III; Academic Year: 2019-20**

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| --- | --- |
| Course Code and title  | GM301: Strategic Management  |
| Credits  | 3  |
| Term and Year  | III Term, 2019 -20  |
| Course Pre-requisite(s)  |   |
| Course Requirement(s)  | Well versed with concepts of Marketing, Finance, Operations and Organizational Behaviour  |
| Course Schedule (day and time of class)  |   |
| Classroom # (Location)  |  104 |
| Course Instructor  | Prof Jayant Bose  |
| Course Instructor Email  |   |
| Course Instructor Phone (Office)  |   |
| Student Consultation Hours  |   |
| Office location  |   |

# 1. Course Overview

Strategy concerns with management of the direction and scope of activities of an organization over a long term, based on consideration of resources and an assessment of the internal and external environments in which the organization operates. Strategic Management enables an organization to have clearer sense of long term direction and a sharper focus on how to achieve its vision with a coordinated and effective ‘strategy’ in a rapidly changing environment. The outcome of applying strategic management process is better organizational performance.

Strategy is a capstone course integrating knowledge and skills learnt in core courses like Marketing, Finance, Operations, and Organizational Behavior. It helps students to comprehend organizational environment, action and performance of the organization with an insight that enables him to have a feeling of deja-vu when the organization direction unfolds as predicted by sharper understanding of the course.

At end of the course, students will be able to analyze activity of firms, their entry in or exit from industries, business successes and failures with a clear sense of causes that led to such outcomes. The course will impart deep discipline knowledge of strategy purpose and setting.

**2. Graduate Attributes (GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs**

# Graduate Attributes (GAs)

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

# Key Differentiators (KDs)

KD 1: Entrepreneurial Mindset

KD 2: Critical Thinking

KD 3: Sustainable Mindset

KD 4: Team-Player

# Programme Learning Outcomes (PLOs)

The graduates of PGDM at the end of the programme will be able to:

PLO 1: Communicate effectively and display inter-personnel skills

PLO 2: Demonstrate Leadership and Teamwork towards achievement of organizational goals

PLO 3: Apply relevant conceptual frameworks for effective decision-making

PLO 4: Develop an entrepreneurial mindset for optimal business solutions

PLO 5: Evaluate the relationship between business environment and organizations

PLO 6: Demonstrate sustainable and ethical business practices

PLO 7: Leverage technologies for business decisions

PLO 8: Demonstrate capability as an Independent learner

#  Course Learning Outcomes (CLOs)

At the end of the course, the students should be able to:

**CLO 1:** Articulate critical factors for success or failure of an organization.

**CLO 2:** Analyze firm’s external environment, industry structure and external forces for selecting appropriate course of action.

**CLO 3:** Analyze firm’s internal strengths, resources and capabilities for selecting appropriate course of action.

**CLO 4**: Analyze organizational aspects like culture, leadership etc. for effective implementation of strategies

**3. Mappings**

# Mapping of CLOs with GAs

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1**  | **GA 2**  | **GA 3**  | **GA 4**  | **GA 5**  | **GA 6**  | **GA 7**  | **GA 8**  |
| **CLO 1**  |  | **X**  |  |  |  |  |  |  |
| **CLO 2**  |  | **X**  |  |  |  |  |  |  |
| **CLO 3**  |  | **X**  |  |  |  |  |  |  |
| **CLO4**  |  |  | **X**  |  |  |  |  |  |

 **Mapping of CLOs with KDs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **KD 1** **(Entrepreneurial** **Mindset)**  | **KD 2**  **(Critical Thinking)**  | **KD 3** **(Sustainability** **Mindset))**  | **KD 4**  **(Team Player)**  |
| **CLO 1**  |  | **X**  |  |  |
| **CLO 2**  |  | **X**  |  |  |
| **CLO 3**  |  | **X**  |  |  |
| **CLO 4**  |  | **X**  |  |  |

# Mapping of CLOs with PLOs

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **PLO-1**  | **PLO-2**  | **PLO-3**  | **PLO-4**  | **PLO-5**  | **PLO 6**  | **PLO-7**  | **PLO-8**  |
| **CLO1**  |   |   | High  |   |   |   |   |    |
| **CLO2**  |   |   |   |   | High  |   |   |    |
| **CLO3**  |   |   | High  |   |   |   |   |    |
| **CLO 4**  |   |   | High  |   |   |   |   |    |

## 4. Books and References

**Text Books:**

* Fred R. David, (2011), “Strategic Management: Concepts & Cases”, (Fifteenth Edition), New Delhi, PHI Learning Private Limited.
* Hitt, M.A., Ireland, R.D., Hoskisson, R.E., Manikutti, S. (2016). Strategic Management – A South Asian Perspective, 9th Edition, Cengage Learning, New Delhi.

**References:**

* Carpenter Mason A, Sanders Wm. Sanders, Salwan Prashant, “Strategic Management- A dynamic Perspective”, (2nd Edition), New Delhi, Pearson (Hereby called as CSS)

* Grant, Robert M. (2015). Contemporary Strategy Analysis, Eighth Edition, Wiley, New Delhi

* Porter, Michael E. (2004) Competitive Strategy, Free Press, New York

* Porter, Michael E. (2004). Competitive Advantage, Free Press, New York

* Thompson, Strickland, Gamble & Jain, “*Crafting and Executing Strategy – The quest for competitive advantage”,* (19th edition), New Delhi, Tata McGraw Hill (Hereby called as TSG).
* Wheelen, T., Hunger, J., **(**2013),*“Concepts in Strategic Management and Business Policy”,* **(**13th edition),New Delhi, Pearson (Hereby called as WH)

**Internet Resources**

* [**www.mckinseyquarterly.com/**](http://www.mckinseyquarterly.com/)

An online business journal of Business Management Strategy articles, surveys, and interviews, covering Global Business Strategy, etc.

* [**http://knowledge.wharton.upenn.edu/india/**](http://knowledge.wharton.upenn.edu/india/)

This site is committed to sharing its intellectual capital through online journal offering free access to global contemporary business trends and analysis; interviews with corporate leaders; articles on recent business practices and strategies, etc.

* [**http://www.ibef.org/indiaatglance.aspx**](http://www.ibef.org/indiaatglance.aspx)

It is a knowledge Centre for global investors, international policy-makers and world media seeking updated, accurate and comprehensive information on the Indian economy, states and sectors.

* [**http://www.businessworld.in/businessworld/businessworld/bw/Business**](http://www.businessworld.in/businessworld/businessworld/bw/Business)

This site comprehensively covers news items related to various sectors, in depth analysis of business, stock market, finance & economy which can be a key input in understanding business scenarios

* [**http://www.ge.com/company/index.html**](http://www.ge.com/company/index.html)

General Electric has been known as one of the finest case examples of Strategy Implementation, under the leadership of its legendary CEO Jack Welch.

## 5. Prescribed VED framework

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| **Module**  | **Vital** **(prerequisite or basic** **knowledge or skills)** **IN CLASS**  | **Essential** **(Non-imperative yet** **significant)** **PRE CLASS**  | **Desirable** **(adds substance, breadth,** **or interest to a subject or skill)** **BEYOND CLASSROOM**  |
| **Module I: Understanding the Strategy** **Scope**  | Cases on Tata Nano, Kingfisher, Indigo   | Readings and internet resources on Nano’s sub optimal acceptance, Videos on Kingfisher, Indigo **Resources-** Livemint website  |  | CY Gopinath’s / Naresh Goyal’s stories  |  |
|  |
| **Module II:** **Strategy Design** **Process at Business Unit level**  | External environment (PESTEL), Industry Analysis (5 forces- Concentration, Herfindahl Index), Internal Analysis, Generic Strategies, competitive Advantage and Superior Performance  | EFE, IFE, CPM Matrices Discussion Forum- Why did CCD diversify, difference between Starbucks and CCD prices and services offered  | Vision and Mission Statement of some organizations, Reading -5 competitive forces that shape strategy, beyond class group discussions on Bajaj Auto.  |
| **Module III:** **Value Chain &** **7-S Framework**  | Decompose Value Chains Relationship in Strategy, Structure and Processes  | Identification of Value Chain activities in campus that enhance/ deter optimal performance  | Refer internet resources on Big Bazaar and compare with D Mart.   |
| **Module IV:** **Strategy** **Selection and** **Implementation**  | Identify drivers of low cost and differentiation strategies Cultural & Leadership Issues   | Visit Retail Showrooms (Fab India or Westside) to know their value drivers.  Balanced Score Card  | Discuss what deters Competitors in Car market to offer a competing product to Alto  New Age Business Models  |

## 6. Session Plan

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| **Session**  | **Topic/ Sub Topic**  | **Reading Reference**  | **Pedagogy**  | **Session Learning Outcomes**  | **CLO**  |
| **Module I:** **Understanding the Strategy Levels and Scope**  |  |  |
| 1.  | Interpret how firms perform sub optimally   | Case on Tata Nano Article New York Times  | Classroom Discussion  |   | CLO1  |
| 2.  | Interpret how firms perform Optimally / sub optimally   | Video on causes of failure of Kingfisher Airline and success of Indigo. Recent Articles on declining sales of Patanjali  | Classroom Discussion  | Analyze and logically argue  | CLO1  |
| 3.  | Find Commonalities / Contrasts across the cases of sources of problems / opportunities  |   | Structured Discussion guided by faculty to cull prominent reasons for optimal / suboptimal performance  | Comprehend and build a logical sequence of cause and effect **Evaluation: Group** **Report to be submitted on learnings.** **(Assignment 1)**  | CLO1  |
| 4.  | Corporate strategies  | **Case-** An Indian family history- Hero Group / Bajaj  | Case Analysis with corporate strategy perspective  | Understand reasons for various corporate diversifications and motives  | CLO 1  |
| 5.  | Strategy Levels and tool kit at Corporate Level  | HIHM Chapter 6 module 6.1 and 6.2  | Classroom discussion  |   | CLO 1  |

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| 6.  | Corporate Portfolio Evaluation  | BCG and GE Matrix, Product Market direction matrix  | Discussion thru news analysis of new corporate businesses  |   | CLO 1  |
| **Module II: Business Level Strategy Design Process**  |
| 7.  | Business Vision & Mission Defining Business Characteristics of Mission Statement  | Text, Ch-2, Pp. 42-52 Case- MGRDC Trust / Case: Robin Hood  | Classroom discussion on issues how founder’s vision facilitates long term direction and critical decisions  | Understand the role of Business Vision & Mission when business is at cross roads of choice  | CLO 1  |
| 8.  | External Environment Analysis by PESTEL  | Text, Ch-3, Pp. 6072  | Discussion on impact of liberalization on Passenger Car / Telecom Industry  | Understanding how external variables shape Industry Structure  | CLO 2  |
| 9.  | Industry Analysis Porter’s 5-Forces model  | Text, Ch-3, Pp. 7382 Article- Understanding Industry Structure  | Explanation of 5 force model, Clarifying concepts of Industry definition (Narrow Vs Broad), effect of entry Barriers  | Developing understanding  about strucfactors contribute to competitive intensity of industry.  | tural that the an  | CLO 2  |
| 10.  | Industry Concentration  | Article- Is lack of competition strangling US Markets?   | Discussion in Indian Context of Telecom /  Tyre / Cement Cartelization  | Discovery of industry concentration  affects strchoice  | how ategy  | CLO 2  |
| 11.  | Internal Analysis  | Value Chain Framework  | Reading- The Value  Chain and Competitive  Advantage (Porter, 2004) Pp33-52  | Understand how strategy is executed and importance of linkages between primary and secondary activities **Group Report / Presentation on 5Forces / PESTEL /** **EFE Matrix/ IFE Matrix / CPM/**  | CLO 3  |

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|  |  |  |  | **SWOT Analysis of different industries (Assignment 2)**  |  |
| 12.  | Generic Strategies  | Text, Ch-5, Pp. 149-153 Reading- Generic Competitive Strategies (Porter (2004), 34-46  | Detailed discussion on finer aspects of generic strategies and how they interfere with perfect market equilibrium  | Develop a textured understating of generic strategies and their basis in Neo Classical Theory of competitive markets  | CLO 3  |
| 13.  | Generic Strategies  | Case Presentations on Dabbawala / Narayana Health  | Show various components of low cost in value chain  | Importance of building integrated value chain of low cost model  | CLO 3  |
| 14.  | Generic Strategies  | Case Presentations Fab India / Apple  | Show various components of differentiation in value chain  | Importance building integrated value chain differentiation model  | of of  | CLO 3  |
| 15.  | Competitive Advantage and Superior Performance   | Reading- Grant 169-176  | Discuss and recreate Strategic Management Process diagram and illustrate Competitive Advantage through earlier cases Dabbawala / Narayana Health (unmatched low costs), FabIndia / Apple (Unmatched differentiation)  | Understanding sources competitive advantage (Strategies resources)  | of and  | CLO 3  |
| 16.  | Resources and Capabilities, VRIO Framework | Case- Café Coffee Day  | Discussion on key resources of CCD (plantations) give it competitive advantage  | Understanding of development of resources / capabilities for long term performance   | CLO 3  |
| **Module III: Strategy Selection & Implementation Framework**  |  |
| 17.  | 7-S Framework  | Reading- Organization Alignment- 7S Model (HBS Note 9-497-045) Case- I Collection  | Discuss- Case- I Collection in class to explain alignment  | Understand and analyze the role of Organization structure and processes in strategy implementation  | CLO 3  |
| 18.  | Culture  |   | Classroom discussion- how culture contributes to success or failure of strategy Discussion- Daimler –Chrysler demerger  | Role of culture in strategy implementation  | CLO 4  |
| 19.  | Leadership  | **Case**  | Classroom discussion- how leadership contributes to success or failure of strategy  | Role of leadership in Strategy implementation  | CLO 4  |
| 20.  | Balanced Score Card  | **Case**  |   | Understanding various aspects of organizational performance  | CLO 4  |
| 21.  | New age Business Models  | Article (Economist, April 17, 2019)- The trouble with Unicorns  | Competitive advantage, losses and firm valuations  | Understanding ebusiness models, valuations and Profits de-linkage  | CLO 4  |
| 22.  | Student Presentations  |   |   |   |   |
| 23.  | Student Presentations  |   |   |   |   |
| 24.  | Student Presentations  |   |   |   |   |

 **(Note: The Cases/Readings are indicative. Faculty can use other Cases/Readings.)**

## 7. Assessment Tasks

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| **Assessment** **Components**  | **Description**  | **Weightage**  | **CLOs**  |
| Presentation of Cases / Articles by Groups  **Or** Quiz (1 No.)   | Understanding of Concepts Analysis of case situations / articles  | 10 | CLO 1 |
| Assignments (2 Nos.)  |  **Assignment 1**:Learnings like Importance of strategy, success factors and other learnings **Assignment 2**: Group Report / Presentation on 5-Forces / PESTEL / EFE Matrix/ IFE Matrix / CPM/ SWOT Analysis of different industries  | 20  | CLO 2  |
| Project / Case  | In the Company Analysis Project, each group (6 max. students) would present analysis of a company in the industry allotted to the group by faculty. Project will involve application of theoretical concepts to a specific company in an industry. Group will have to conduct research on gathering detailed information about the company on following aspects: * Vision, Mission, Values & Goals
* Product Portfolio/Product Market Scope
* Macro and Micro Environmental

Assessment (PESTEL, Five Forces Analysis, SWOT Analysis, EFE Matrix/ IFE Matrix / CPM) * Internal Capabilities and Strengths
* Strategy – Corporate / Business / Functional
* Implementation & Performance ( Culture, Leadership, Balanced Score Card) **Final Output:** A report outlining the above mentioned information about the company in the given industry. The report shall be of about 25 pages, neatly presented in *typewritten* form in A4 size sheets to the faculty. Relevant appendices (including latest Balance Sheet and P&L Statement) may be attached. Each member will *individually* indicate his/ her contribution in the report. Additionally, a class presentation summarizing the key findings of the report is to be prepared.
 | 30 (Report: 20 Marks, Presentation: 10 Marks)  | CLO 2, CLO 3, CLO 4  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | The project report has to be submitted in hardcopy. Slides of the presentation have to be printed in handout form with 6 slides per page & submitted on the day of presentation. **OR** **Case Writing** Students in group (6 max. students) will identify a company for case writing in consultation with company.Case will have present structure 1. Opening page – will begin with case protagonist pondering over current problems faced by company, its long term implication, its effect on other functions of the firm
2. Page 2-4 – historical background to the present issue. How did company arrive at this crucial juncture? This will require students to interview company executives to trace growth of company in last few years, each giving a perspective on what led to current challenge
3. Page 5-6 An industry back ground detailing competitive status of Industry, focusing on 2-3 direct competitors how they are organized, their consumer profile and sales and whatever else data is available d. Page 7-8 – a detailed chronological description of proximate causes, as narrated by company executives and various interaction between leading players of company
4. Page 9- Final narrative- reiteration of the issues, challenge before the protagonist, multiple dimensions and implications on various functions of firm of the decision made by protagonist
5. Exhibits- Last 5 years of financial results from prowess (P&L and Balance Sheet),
 |  |  |
|  | Market Profile, Organization structure of the firm, other relevant exhibits as shared by the company  |  |  |
| End Term Examination  |   | 40  | CLO 2, CLO 3 , CLO 4  |

# (Note: Faculty may choose between Quiz and Case/Article Presentation as well as Project / Case Writing)

**8. Rubrics for Assessment**

## *Rubrics for Quiz (10%)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **Below 35%**  | **Satisfactory** **35% – Below 70%**  | **Good** **70% and Above**  |
| Clarity of Concepts and ability to apply them  | Less than 35% answers are correct. Most of the concepts are not clear and student is unable to understand the same.  | Between 35 – 70% answers are correct. Many of the concepts are clear and understood by student.  | More than 70% answers are correct. Most of concepts are clear and understood by the student.  |

### Rubrics for Analysis & Presentation of Case (10%)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **Below 35%**  | **Satisfactory** **35% – Below 70%**  | **Good** **70% and Above**  |
| Quality of Analysis & Presentation  | Most group members could not convey clearly what they had to share Poor Analysis No demonstrated coordination  | Group members could convey in proper manner.   Good Analysis  The group explained the case to a limited extent.  | Group members conveyed clearly  Very Good Analysis  The group explained the case clearly.   |

## *Rubrics for Assignment (20%)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **Below 35%**  | **Satisfactory** **35% – Below 70%**  | **Good** **70% and Above**  |
| Quality of analysis  | No analysis, only presenting the information  | Basic analysis performed on available information  | Complete and appropriate Analysis done for the available information  |

### Rubrics for Project/Case Report (20%)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **Below 35%**  | **Satisfactory** **35% – Below 70%**  | **Good** **70% and Above**  |
| Collection or summarisation of information **(30%)**  | Incomplete information identification  | Information identified up to average extent   | Relevant and appropriate information identified  |
| Analysis of information as per the identified objectives **(40%)**  | No analysis, only presenting the information  | Basic analysis performed on available information    | Appropriate analysis on available information    |
| Project Report / Case Structure **(30%)**    | Language is poor, formatting is poor  Conclusions and recommendations of strategies are not proper  | Language is generally good, formatting needs improvement at some places. Conclusions and recommendations of strategies explained properly.  | Language is adequately Impressive and format is followed.  Results & recommendations of strategies are very well justified.  |

### Rubrics for Project/ Case Presentation (10%)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **Below 35%**  | **Satisfactory** **35% – Below 70%**  | **Good** **70% and Above**  |
| Quality of Presentation  | Most group members could not convey clearly what they had to share No demonstrated coordination  | Group members could convey in proper manner.  The group explained the Project / case to a limited extent.  | Group members conveyed clearly The arguments were well developed    |

## *Rubrics for End Term Exam. (40%)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  | **Unsatisfactory** **(Below 35%)**  | **Satisfactory** **(35% – Below 70%)**  | **Good** **(70% and Above)**  |
| Clarity of concepts and ability to apply them  | Only up to 35% answers are correct. Most of the concepts are not clear and student is unable to understand the same.  | Between 30 – 70% answers are correct. Many of the concepts are clear and understood by student and able to solve the problems given  | More than 70% answers are correct. Majority of concepts are clear and understood by student and also provide the answers in business language.  |

1. **Time Budgeting in Course Planning:**

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Description**  | **Time Budgeted**  |
| Classes  | 2-3 hours per week for 12 weeks  |  30 hours   |
| Reading  | Prescribed readings and making notes  |  15 hours   |
| Preparation of Assignments  | Including shared and group exercises  |  30 hours   |
| Preparation of Project  | Reading and writing  |  10 hours   |
| Study and revision for centralized examination  | Self-preparations  |  20 hours  |
| **TOTAL**  |   | 105 hours   |

**Instructions:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

1. **Academic Conduct**

# Institute’s Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

# LMS-Moodle/ Impartus

LMS-Moodle/ Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

# Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

 Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.